

**IUS SOE**  
**SUMMATIVE DECISION POINTS**  
**EDUCATIONAL LEADERSHIP**

**Updated April 2004**

<b>Summative Assessment Point</b>	<b>Assessment Forms/Criteria</b>	<b>Communication to Student</b>	<b>Program Data Gathered</b>	<b>Possible Modifications</b>
<p style="text-align: center;">I. Admittance to IUS Graduate Program</p>	<ul style="list-style-type: none"> <li>• Hold a master’s degree from an accredited institution</li> <li>• Hold and submit a valid teaching license</li> <li>• Have a grade point average of 3.0 in all graduate work</li> <li>• Completion of application form/ packet</li> <li>• Official transcripts of all graduate work not taken at IUS</li> </ul>	<ul style="list-style-type: none"> <li>• Group advising session with admission packets describing program requirements</li> <li>• Letter of acceptance or nonacceptance mailed</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate entered into database</li> <li>• Average GPA</li> <li>• Number of applicants admitted</li> <li>• Number of applicants denied</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Admission of Educational Leadership needs addition of admittance to IUS Graduate Program Block</li> <li>• Establish deadline dates for application materials (March 1, June 1, Aug. 1, Oct. 1)</li> <li>• Summative Assessment Points I &amp; II have been combined.(3-20-02)</li> </ul>
<p style="text-align: center;">Admission into Educational Leadership Certification Program for Indiana Elementary, Indiana Secondary, or Kentucky K-12</p>	<ul style="list-style-type: none"> <li>• Copy of professional/valid teaching license</li> <li>• 3 letters of reference</li> <li>• 500 word essay on “Why You Want to Be an Administrator...”</li> <li>• 3.0 GPA</li> <li>• Application form</li> <li>• For Indiana Licensure 4 prerequisites are required: psychology, measurement, intro to guidance or special ed., minority/social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Admission letter mailed to student</li> <li>• Group advising session</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate entered into Educational Leadership Program (M9)</li> <li>• Race</li> <li>• Gender</li> <li>• State</li> <li>• Type of certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Need separate category for Educational Leadership Program students, separate from “non-degree” students</li> <li>• Addition of Summative Decision Points to application packet</li> <li>• Electronic application may need to be developed</li> <li>• Need to address changes related to Rules 2000</li> </ul>

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<p>II. Program Course Requirements: At the end of each course, current students will complete a program formative standard-specific matrix</p>	<ul style="list-style-type: none"> <li>• Indiana Elementary (E535, A500, A510, A608, A625, A635, E536)</li> <li>• IN Secondary (S503, A500, A510, A608, A627, A635, S655)</li> <li>• Kentucky K-12 (J500, A500, A510, A608, A653, A635, A638)</li> <li>• IPSB Standard-specific performance indicators, knowledge &amp; SOE dispositions will be assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Course grade posted on official transcript</li> <li>• Required standard-specific assessment artifacts filed in student's portfolio</li> <li>• Matrix results filed in student's portfolio</li> <li>• Written notification-indicating level of proficiency. If deficiency, then remediation plan developed</li> </ul>	<ul style="list-style-type: none"> <li>• Average of GPA's for each course (compiled using Course Report Form)</li> <li>• Artifact checksheet completed for each student</li> <li>• Percentage of formative standard-specific instruction</li> <li>• Number of candidates each semester at SDPII</li> <li>• Performance-based activities quality ratings &amp; disposition averages on student sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Program formative standard specific matrix may need revisions</li> <li>• Beginning Summer I, 2002, J500 Context in Curriculum will replace E535/S503 for Indiana students</li> <li>• Modify rubrics as needed &amp; requested by adjuncts (including reflective sections)</li> <li>• Development of electronic individual student data sheet</li> <li>• Need to consider revision of use of quality ratings and dispositions for each course</li> <li>• Need to address changes in IN certification under Rules 2000</li> </ul>
<p>III. Entrance into Practicum Experience</p>	<ul style="list-style-type: none"> <li>• Completion of 5 or more educational leadership courses (3.0 or better)</li> <li>• Mentor/School District agreement form</li> </ul>	<ul style="list-style-type: none"> <li>• Authorization to take A695 Practicum in Educational Leadership</li> <li>• Letter mailed indicating authorization &amp; parameters of first meeting; Practicum manual e-mailed or online</li> </ul>	<p>Student Data Sheet</p> <ul style="list-style-type: none"> <li>• Gender/Race</li> <li>• School Corporation/State</li> </ul> <p>Program Data sheet</p> <ul style="list-style-type: none"> <li>• Aggregate data of individual candidates</li> <li>• Number of candidates admitted into practicum each semester</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Request to take A695 Form (includes mentor/school district agreement form); form to be electronically developed</li> <li>• Electronic Aggregate data form to be developed</li> <li>• Modification of Practicum manuals</li> <li>• Modification of</li> </ul>

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<p>IV. Practicum completion, exit interview and portfolio presentation</p>	<ul style="list-style-type: none"> <li>• Electronic Portfolio Rubric Completed by University Site supervisor</li> <li>• Mentor assessment rubric submitted</li> <li>• Practicum log, educational platform and reflective paper assessed by rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Deficiency and remediation plan developed as needed</li> <li>• Exit form mailed to student that includes the summative decision points report form – cumulative rubric points listed</li> </ul>	<ul style="list-style-type: none"> <li>• Total points for each student on Exit form</li> <li>• Aggregate data of individual candidates onto Practicum Report</li> </ul>	<p>Practicum experiences to meet Rules 2000</p> <ul style="list-style-type: none"> <li>• Develop electronic practicum report</li> <li>• Design artifact checklist to replace one used for each course.</li> <li>• Reconsider use of total points for artifacts</li> <li>• Consider ways to separate portfolio from practicum grade. Not all have completed coursework &amp; A695 at same time</li> </ul>
<p>V. Certification check and recommendation for licensure</p>	<ul style="list-style-type: none"> <li>• All Educational Leadership Coursework completed with a 3.25 GPA or better</li> <li>• Kentucky Candidates – Passing SLLA and KY Specialty Test Scores</li> <li>• IN candidates passing SLLA</li> </ul>	<ul style="list-style-type: none"> <li>• Certification advisor notifies student if application for licensure is incomplete</li> <li>• Letter sent to student from testing service indicating test scores (to be included in the student’s application for license)</li> </ul>	<ul style="list-style-type: none"> <li>• Program Completer Information entered into IUS database</li> <li>• Test score data entered into test score report form</li> </ul>	<ul style="list-style-type: none"> <li>• Would like information from state licensing agencies if a licensing application is denied (probably not possible)</li> </ul>